



Special Education Needs and Disability Policy

Statement of Intent:

At Bardfield Montessori Day Nursery, we value all our children equally and are committed to developing their enthusiasm for learning. Within our caring environment, we aim to provide all children with equal opportunities and the chance to thrive, supporting them to reach their full potential during the Early Years. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of all children.

Aim

- We adhere to the Special Educational Needs and Disability Code of Practice 2014: 0-25 years alongside The Children and Families Act 2014 and The Equality Act 2010 to ensure inclusive practise.
- We ensure all children are given equal learning and developmental opportunities. Our SEND Policy reflects this commitment, fostering an inclusive environment where individual needs are recognised and supported through tailored strategies and collaborative practise.
- Early identification of children's needs is prioritised providing them with the best opportunities to develop during their early years.
- We identify the specific needs of children with SEN/Disabilities and meet those needs through a range of strategies and partnerships.
- We work in partnership with parents/carers and other agencies in meeting individual children's needs and disabilities, making reasonable adjustments to our environment, practices and resources.
- We ensure we maintain regular communication with families/carers to ensure each child is supported by a compassionate, safe and committed team working toward shared goals.
- We regularly monitor and review our policies and the quality and breadth of provision and, where necessary, make adjustments to both our physical environment and daily practice.
- We will provide information to parents about the Essex Local Offer and the services available to support SEND children and their families.

Provision:

- We designate a member of staff to be Special Educational Needs Co-ordinator (SEND Co) and to coordinate the SEND provision.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing One Plan and Education, Health and Care Plan (EHCP) for children with SEN/disabilities.

- We ensure that children with SEN/disabilities are appropriately involved at all stages of planning, considering their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all staff members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity for all children.
- We ensure that children with SEND engage in the activities of the preschool alongside children that do not have SEND.
- We ensure that our physical environment is, as far as possible, suitable for children with SEN/disabilities.
- We work closely with parents/carers of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.

Identifying Children with SEND

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them” (SEND Code of Practice 2015)

The SEND Code of Practice identifies 4 broad categories of need. They are:

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Sensory and/or physical needs
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The purpose of identification is to work out what action the setting needs to take, not to fit a child into a category. Children can have needs that cut across more than one area, and their needs may change over time. The needs of our children are identified to work out what provision we need to put in place to support the child and their family.

We will assess each child’s current skills and levels of attainment when they start at the setting, building on information from a previous setting, where appropriate, with a formative Starting Point report, to ensure suitable provision is provided.

Progress check at age 2 years

- Between the ages of 2-3 years each child's key person must review progress and provide parents with a short-written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development.
- The summary must highlight areas where good progress is being made, some additional support might be needed and if there is a concern that a child may have a developmental delay (which may indicate SEN or disability)
- The summary must describe the activities and strategies that the setting intends to adopt to address any issues or concerns.
- The progress check must identify the child's strengths and any areas where the child's progress is slower than expected.

In addition to the formal checks, as Early Years practitioners, we continue to monitor and review the progress and development of all children throughout their time at the nursery. Practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.

As a setting, we recognise that the following factors may impact on progress and development, but these alone should not be considered as a special education need:

- Attendance
- Health and welfare
- EAL (English as an Additional Language)
- Being a looked after child
- Being a child of a service person

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner or parent observations and from any more detailed assessment of the child's needs.

Practitioners will work in partnership with parents and carers identifying strengths and areas for development. If parents or carers raise concerns, they will be signposted to external support.

As a setting, we will implement strategies and baseline children from:

- Ordinary Available
- Sensory Tool Kit
- Elkan
- Development Matters
- Talk Boost

If strategies from above have been implemented and adequate progress still not been made or identification of need has been provided by outside agencies (such as GP, other health professionals, Speech and Language Therapists, Teacher of the Deaf etc) child will be placed on a One-Plan.

EAL

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Curriculum

- We provide a broad and balanced curriculum for all children with SEN/disabilities, following both the Early Years Framework and Montessori Curriculum, linking to Development Matters and Blossom Pathways.
- We make reasonable adjustments to ensure all children are included in the setting, by providing a differentiated curriculum to meet children's individual abilities, needs and disabilities.
- We have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and recognise these are crucial aspects of a child's life and their early development. Making reasonable adjustments means that all children have the opportunity to reach their full potential at Bardfield Montessori.

The Graduated Approach and One Planning

The graduated approach is a key part of the SEND Code of Practice (0-25 years) and is especially important in early years settings. It ensures that children with special educational needs (SEN) receive timely, appropriate and effective support through a structured cycle of action. IT is a four-part cycle (Asses, Plan, Do, Review) designed to help educational settings to provide children and young people with SEND effective support. As part of the Graduated Approach, a One-Plan is written for the child. This enables everyone involved with the child has a clear understanding of the needs of the child and relevant support required.

A One Plan is child/person centred and contains information written from the perspective of the child and the family and monitors the support provided for the child to achieve their outcomes.

It is used to share information with other practitioners so that parents/carers only need to tell the child's 'story' once and practitioners do not duplicate assessments and information.

A One Plan may be short term. If the child has additional needs but through practitioners working together the health, learning or relationship needs are resolved then the child will have a One Plan.

1. Assess

Our practitioners, in collaboration with the SENCO and parents, observe and assess a child's development to identify any emerging concerns. This includes:

- Detailed observations using the Early Years Foundation Stage Framework
- Gathering information from parents and carers
- Consulting with health professionals if required

2. Plan

Once a need is identified, a One-Plan will be written collaboratively

- SENCO, Key Worker, parents and Manager (if required) agree on SMART outcomes and plan targeted support
- The plan will outline the child's needs, the support provided and how progress will be measured
- The child's voice is to be considered

3. Do

The agreed support is then implemented

- Key worker and practitioners deliver interventions as part of the child's daily routine.
- The SENCO supports staff in delivering the plan and ensures consistency.
- Strategies are embedded in play-based learning.

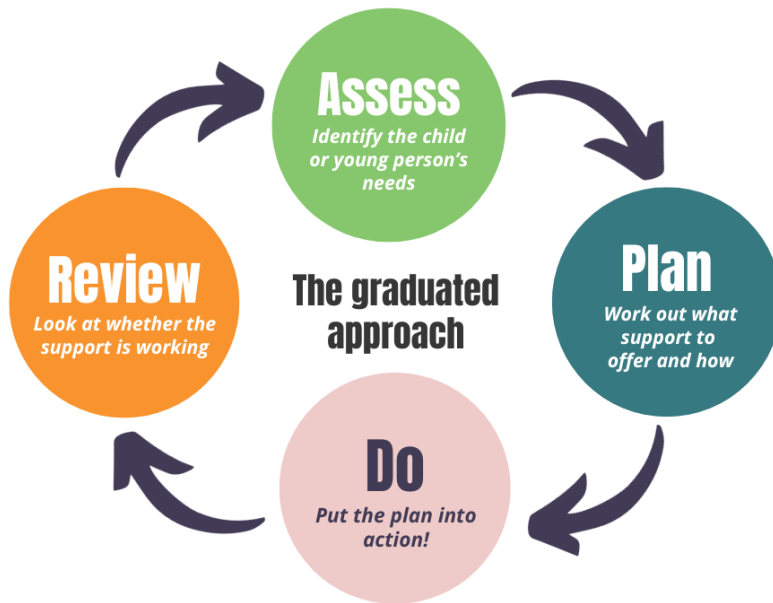
4. Review

A meeting to review the targets will be arranged after a set period of time (eg, 8-12 weeks) at least once a term.

- The child's progress is reviewed with parents and relevant professionals
- Adjustments are made to the One-Plan based on what is or isn't working.

- If progress is limited, more specialist support may be considered.

This cycle is repeated as needed, ensuring a dynamic and responsive approach to supporting young children with SEND.



Education, Health & Care Plan (EHCP)

- When the needs are more complex and outcomes are not being achieved or the child needs a special educational placement or additional support within their mainstream school, the child's One Plan may become an Education, Health Care Plan (EHCP.)
- The information from the One Plan will be used to make the decision to provide higher needs funding and the child's One Plan will be converted into an EHCP
- The EHCP will give details of the child's outcomes and how these will be achieved.
- The EHCP will be reviewed annually, with all relevant professionals present.

Transitions

Transitions are a significant part of a child's life, and a successful transition is important for a child's emotional wellbeing and development.

Where a pre-school child transitioning to school has been identified as needing additional support, the SENCO and Key Person work closely with the receiving school. The child's new teacher(s) and SENCO are invited to visit the setting, meet with the child and discuss information regarding the child's additional needs. All relevant paperwork, including One-Plan are shared with the school to ensure the transition is as smooth as possible.

Where an Educational Health Care Plan (EHCP) is in place or required, we endeavour to work with the child's parents/carers and relevant professionals to ensure that planning of support can be in place prior to the child beginning at a new setting. This may include supporting the school in applying for IPRA funding.

Monitoring and Reviewing of SEND Policy

- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. One-Planning meetings, EHCP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated, and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Legislation:

- SEND Code of Practice 0-25 2015
- Equality Act 2010
- Children and Families Act 2014

Regulations

- Special Educational Needs and Disability Act 2014
- Statutory Framework for EYFS 2025

Secondary Legal Framework:

- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986

Guidance

- A Celebratory Approach to SEND Assessment in the Early Years 2018